DOCUMENT RESUME

ED 364 784 CG 025 103

AUTHOR Schreck, Timothy J.; And Others
TITLE Mentorship in Practice: A Multi-Method Approach.
PUB DATE 93
NOTE 56p.; A paper based on this research was presented at the Annual Meeting of the Florida Educational Research Association (Destin, FL, November 10-13, 1993).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; Age Differences; High Schools; High School Students; Interpersonal Relationship; *Mentors; *Partnerships in Education; *Program Effectiveness; *School Business Relationship; Sex Differences
IDENTIFIERS *Florida

ABSTRACT

This study was conducted to evaluate a field-based mentorship program using a multi-method approach. It explored the use of mentorship as practiced in the Florida Compact, a business education partnership established in Florida in 1987. The study was designed to identify differences between mentors and mentorees, as well as differences within mentoree subgroups. It also identified differences in outcome data for subgroups of mentorees using school record data. Surveys were developed and administered to 119 adolescents in grades 8 through 12 who were mentorees in the program and 77 community and business persons from the local communities who served as mentors. Focus groups were used to gather data that were unavailable to the researchers using more traditional methods. Very few items on the survey instrument indicated strong differences between mentors and mentorees, suggesting that the process of mentorship is experienced similarly by both groups. However, the mentors tended to rank the items higher across the board, while mentorees' responses indicated a greater range of responses. Males and females showed a significant difference in their responses to the importance of discussing home problems. Four items supported the idea that students are less reluctant to discuss certain issues as they grow older: encouraging the students, tutoring mathematics, talking about discipline, and solving student problems. Focus group data revealed that the most important element of mentorship for the students was talking. (Author/NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 784

Mentorship in Practice: A Multi-Method Approach

Timothy J. Schreck

Doctoral Candidate Counselor Education

Donna A. Anderson

Department of Psychological and Social Foundations

Susan N. Kushner

Doctoral Candidate Measurement and Research Department

University of South Florida

Running head: MENTORSHIP

BEST COPY AVAILABLE

CG025103

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Schreck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

The purpose of this study was to evaluate a field based mentorship program using a multi-method approach. The study was designed to identify differences between mentors and mentorees, as well as differences within mentoree sub-groups. The study required the development of a survey to identify the perceived importance of the elements involved in mentorship. The study also identified differences in outcome data for sub-groups of mentorees using school record data. Focus groups were used to gather data that was unavailable to the researchers using more traditional methods.The study indicated several areas that would benefit from further research such as the relationship of race with outcome data and gender with perceived agression. The study also resulted in the validation of a survey instrument for future use in evaluating mentorship programs.

Mentorship in Practice: A Multi-Method Approach

The use of mentorship for improving performance and developing competencies has wide ranging approval and implementation. By 1991, the National Media Outreach Center had identified nearly 600 mentoring programs for low income and disadvantaged youth, each representing as many as 30 smaller groups for its network of mentoring programs (Stanley, 1991). Despite its strong support as an intervention, its value in practice has come under fire (Baum, 1992; Merriam, 1983). As a result, a number of questions have risen as to what constitutes mentorship and who benefits from its practice.

The purpose of this study was to explore the use of the implemented type of mentorship as it is practiced in the Florida Compact, a business educational-partnership established in the state of Florida in 1987 (Florida Department of Education, 1991).

History of Mentorship

Mentorship is defined as a relationship between two people that has been structured so that the less experienced person may benefit from the advice, wisdom and counsel of the more experienced person. While most studies do not agree on the elements or the implementation of mentoring, there is agreement on the relationship: a match of a more experienced person and a less experienced person, to the benefit to the less experienced participant (Merriam, 1983).

Research indicates two major forms of mentoring (Whitely, Dougherty, & Dreher, 1991). The first develops naturally in organizations and is referred to as a classic mentor relationship. In this dyad, the focus is on the relationship as it develops over a number of years and historically has been reserved for the best and the most promising proteges (Kram and Bragar as cited in Montross and Shinkman, 1992; Nicola, 1990). The second form of mentorship is planned or implemented, and it is designed to create an opportunity for those who, more than likely, would not have strong mentoring relationships. Mentorship which is implemented tends to be viewed in terms of its functions (Kram and Bragar, 1992).

In a critical review of the literature, Merriam (1983) argued that the literature on mentorship was biased in favor of mentorship. She cites the lack of a clear conceptualization of mentorship and a lack of sophisticated research designs as specific deficiencies. In her review of the literature, Jacobi (1991) also found that a clear definition of mentorship is lacking. Furthermore, she concludes that some of the definitions are conflicting and so diverse that they seem to have little in common. Another criticism focuses on the potential psychological dangers in the mentoring relationship and the lack of warning about its adverse effects (Baum, 1992).

Research on mentorship programs in schools falls into two categories. The first are those that focus on anecdotal evidence.

These studies describe the progress of one or several students who have succeeded in a particular program. McCortie's study (1991) is typical of much of the literature emphasizing anecdotal evidence on mentoring and education. The second category of research attempts to attribute causal relationship between groups of students who participate in mentorship programs and outcomes. Welch's viewpoint (1991) is reflective of those articles that indicate changes for a group of students in outcomes, yet lack statistical information and methodological structure to support the causal relationships for those changes. While both are laudable, neither provides valid and reliable evidence or, as Merriam argues (1983), a sophisticated enough approach to the study of mentorship.

In addition to the studies on the effectiveness of mentorship, there are proponents of mentorship as a social intervention. Bratter, Cameron, and Radda (1989) argue that there are psychological benefits of mentorship to offset social problems such as the breakdown of the traditional family structure. Others cite the need for mentors for specific groups such as females and children of alcoholics (Bolton, 1991; O'Sullivan, 1991). While these works demonstrate the appeal of mentorship as a solution to social and educational problems, they do not provide evidence of its effectiveness.

The rise in popularity of business and educational partnerships is also reflected in the literature on mentorship.

Stein (1991), Mason (1991), and Partch (1990) are reflective of authors who view business mentors as an effective intervention for improving American schools. The Florida Compact, an example of such program, was begun in 1987 with programs established in high schools in seven Florida school districts. The program has expanded to 24 school districts and over 1,700 students (Florida Compact, 1992). The program was established to assist students who are at risk of dropping out of school. Mentors were recruited from local businesses and organizations.

In light of the relative popularity of mentorship as an intervention for specific populations, and the criticism concerning the lack of a clear definition of mentorship, this study used data from the Florida Compact to answer three questions:

1) What are the most significant elements of mentorship?
2) Do mentors and mentorees differ in their experience of mentorship?
3) Do subgroups, based on gender, race and age, differ in their experience of mentorship?

The first question was addressed through a survey instrument developed for this study. The survey results were also used to compare the differences between the mentors and mentorees. The second question concerned differences among sub-groups was also examined in terms of their reported experiences. The final question was addressed through the use of the survey instrument,

focus groups and school performance data. The multiple approaches were used to address the criticisms of earlier research in terms of sophistication and defining mentorship. The combination of the three approaches was designed to produce a more comprehensive picture of the practice and experience of mentorship, as well as to identify differences between the experience of mentorship by members of various groups within the overall population of "at risk" students.

Method

The purpose of the study was to use a multi-method approach to examine the practice of mentorship as it is experienced by high school students and mentors from the local community. The population for the study included students who were mentorees, community and business persons from the local communities, and coordinators and staff members from the Florida Compact.

Participants

Survey. A total of 119 adolescents, grades eight through 12 completed the survey. There were 58 males and 58 females included in the analysis. There were 75 whites and 20 blacks. Due to low numbers of hispanic, american indian and other responses, this group was combined into an "other" category totaling 21 subjects. Seventy-seven mentors completed the survey instrument. The mentors represented three Florida compacts. Their ages ranged from 23 to 70 years of age and they were all members of local business and civic organizations. There were 39 males and 35

females included in the analysis. There were 61 whites, 10 blacks two hispanics and one american indian included in the analysis. Mentors were the same sex as their mentorees, however they were not necessarily matched by race.

School record data. Data for 970 students were collected from four representative compacts. Due to inconsistencies in data collection and missing data, sample size varied for the individual analysis. For a complete breakdown of this population refer to tables nine, 10 and 11. Two large compacts were selected from urban regions while the two small regions represented rural areas. Subjects ranged between the ages of 15 and 20 and were participating in the Florida Compact program and attending high school in the state of Florida during the 1990-1991 school year.

Figure #1 illustrates the sample in terms of the larger population in the Florida Compact.The school record data were taken from the four compacts chosen for the study. The surveys were distributed at three of the compacts. The focus groups were held at four schools, one in each area.

Focus groups. A total of 70 students participated in eight focus groups that were conducted at each of the four compacts selected for the study. There were 39 males and 31 females. There were 39 whites, 23 blacks, and 8 hispanics. The compact coordinator selected one school from each compact to participate in the focus group. The coordinators also selected the student participants.

Instrumentation

Since an appropriate instrument for measuring the key elements of mentorship could not be located, a survey was developed for this study according to methods suggested by Fink and Kosecoff (1985). Copies of all three forms of the instrument are available in appendix A. Instructions for the survey instrument are available in appendix B. The instrument provided for the collection of demographic data including grade level, sex and race. The subjects were also asked to indicate the frequency of their contact with their mentors and mentorees. In addition, there were 17 mentorship activity items requiring responses on a five point Likert scale. These items were identified in the literature as key elements in planned mentorship programs. Content validity was confirmed in a pilot study and through a process of peer review. In the pilot study, the survey was administered to a group of program coordinators and staff of the Florida Compact. There were 22 respondents who completed the survey and provided an evaluation of the instrument. Additional feedback was obtained through interviews at a conference in Orlando, Florida in March of 1993. The Florida Compact Director provided recommendations on an ongoing basis. The formatting of the survey was modified slightly in order to make the instrument easier to complete by the students. The 17 items from the pilot study were included in the final survey form.

Procedures

Once the survey instrument was developed and tested, school record data were collected for the mentorees, focus groups were conducted at the four selected schools, and surveys were distributed by the coordinators in three of the compacts. Due to time constraints, one compact coordinator was only able to participate in the focus groups.

Survey. The survey forms and instructions were provided to the program coordinators in the three compacts that agreed to participate. A total of 450 surveys were distributed to the coordinators, 225 for both the mentors and mentorees. The intent was to reach all students and mentors in the three selected compacts. Envelopes were provided to maintain the student's anonymity. A chance to win a $25 savings bond was provided for each student who returned his or her survey by the deadline. Surveys were collected by the coordinators and returned to the researchers.

School record data. Data were made available for all students in the Florida Compact program through the Florida Department of Education. Data collection and reporting procedures have changed several times making comparisons of the data on some key outcome variables difficult. The data from the four representative compacts for the 1990-91 school year were selected, based on its cohesiveness. The data consist of grade point average (GPA), number of suspensions, and absences. The information is computed for each student at the beginning of the

program and at the end of the school year. Demographic data for the subjects include gender, race, and age.

Focus groups. Robert A. Anderson, a professional focus group facilitator, provided training and support for the researchers. A video tape of the training session is available. Prior to the training session, Anderson provided consultation on the development of the focus group, group question development and data gathering techniques. The focus groups were divided into separate groups for males and females to minimize distracting interactions. Group size ranged from four to 14 students. The environmental conditions for each group are found in appendix B. Based on the trainer's instructions, ten items were selected as being significant and identified as focus group questions. These questions were then divided into three categories: "Need to know", "Would like to know" and "If we have time". The questions are provided in appendix C. Student responses were categorized into the most common responses as determined by the analysis of the training group data.

Audio tape recordings were suggested as the most effective method of data collection and were used to collect the data from each group (Krueger, 1988; Morgan, 1988). Additional space was

provided for responses not covered by the ten identified responses.

Analysis

Analysis of the survey instrument results was done using a cumulative percentage of responses to the 17 survey items. The items were ranked for each group of mentors and mentorees. In addition, the rankings were obtained for the mentorees according to gender, race and age. Multiple ANOVA tests were used to analyze the data from the school records and the demographic data. The analysis of the focus group data is presented in terms of simple counts from the categories for each of the questions. Statistical tests are not appropriate for this data (Morgan, 1988). Morgan (1988) states that the reporting of focus group data should be limited to avoid confusion and over-categorization of the data.

Results

The results of this study are provided in a manner which provides the overall results as well as presenting key items of significance. The first set of results reflects an analysis of the survey. The second group reflects the school record data. The focus group data are presented in three tables dealing with the key focus group questions.

Survey Results. The reliability of the Mentorship Activity Survey was calculated using Cronbach's alpha. A reliability

coefficient of .88 indicates the strong internal consistency of the instrument.

Table 2 indicates how the response groups rated the mentoring activities. The ratings were determined by calculating the cumulative percentage of respondents who indicated that the activity was very or somewhat important, a rating of 4 or 5 on the response scale. The cumulative frequencies for each item were then ranked to compare how the three response groups viewed the importance of the mentorship activities.

Finally, differences in mentorees' responses based on grade level, gender, and ethnicity were calculated using Chi Square analysis. Prior to the analysis, survey responses along the 5-point Likert scale were adjusted. The two lowest ratings on the scale were combined to form a single "least important" category and the two highest ratings were combined to form one "most important" category. The Chi-square analysis resulted in several significant differences. Mentorees' responses to the significant survey items are reported in Tables 3 through 8.

Based on gender (Tables 3 and 4), there was a significant difference in how mentorees rated item 5, "Discussing home problems". Not surprisingly, females viewed this activity as more important than did males.

Based on grade level (Table 5 and 6), there were significant differences in how mentorees rated the important of four of the mentorship activities. For item 6, "Encouraging the student",

older students thought that this activity was more important than did younger students. While mentorees ranked item 7, "Tutoring math", as one of the least important activities, younger mentorees thought it was more important than did older mentorees. Similarly, item 15, "Talking about discipline" was not identified as a very important activity; however, eleventh and twelfth graders rated this item higher than ninth and tenth graders. Eleventh and twelfth graders also felt that item 16, "Solving student's problems" was more important than did ninth and tenth graders.

Comparing mentorees' responses based on ethnicity alone resulted in no significant differences. However, there were significant differences when responses were compared based on both ethnicity and gender (Tables 7 and 8). White males viewed item 1, "One-to-one talking" and item 6, "Encouraging the student" as more important than black males. Black males indicated that item 16, "Solving student's problems" was more important than white males. Based on ethnic group, there were no significant differences in how females rated the importance of any of the activities.

School Data Results. The means and standard deviations for the three variables of interest, change in GPA, change in number of absences, and change in number of suspensions, are reported in Tables 9, 10, and 11 respectively. Positive values indicate an increase in the variable and negative values indicate a decrease in the variable. For example, the mean change in number of

suspensions for females (Table 11) is -.23 which would be interpreted as a slight decrease in the average number of suspensions for females during the school year.

The results of the three ANOVAs are reported in Tables 12, 13, and 14. The results should be interpreted with some caution, however, since unbalanced designs (unequal cell sizes) are not considered robust to violating the assumption of homogeneity of variance. Levene's test was calculated for each of the three analyses to test the equal variance assumption. When the assumption of variance was not met, the patterns of sample size and variance size were examined in order to interpret the ANOVA results (Kennedy and Bush, 1985).

The results of the first analysis of variance, change in GPA, are presented in Table 12. The analysis resulted in one significant main effect, Race, $F(2)=11.24$, $p < .001$. Both white and black students showed an average increase in GPA of .56 and .20 respectively, while hispanic students showed a decrease in GPA of .12. While Levene's test indicated heterogeneity of variance, the relationship between the sample size and magnitude of variance is such that a significant difference is still likely to exist. The analysis revealed one significant interaction, Race x Age, $F(6)=2.68$, $p<.05$. An examination of the means indicates that black and white students show a pattern of increasing GPAs over time, while hispanic students show a pattern of decreasing GPA over time.

The results of the second analysis of variance, change in number of absences, are presented in Table 13. Race was the only significant main effect, $F(2)=11.87$, $p<.001$, and Gender x Race x Age was the only significant interaction $F(6)=2.14$, $P<.05$. While white students showed a 2.86 decrease in the number of absences, black and hispanic students showed an increase in the number of absences, 3.58 and 5.74 respectively. White females showed a decreasing trend in the number of absences over time while white males showed an increasing trend in the number of absences over time. Black females showed an increasing trend in the number of absences over time while black males showed a decreasing trend in the number of absences over time. Finally, both hispanic males and females showed an increasing trend in the number of absences over time.

The results of the third analysis of variance, change in number of absences, are reported in Table 14. While there appears to be a significant difference in suspension rate based on race, $F(2)=4.30$, $p<.05$, the results should be interpreted with caution due to significantly unequal variances and an irregular pattern of sample size and variance size. Additional studies may confirm these speculative results, which seem to indicate that black and white students show a decrease in suspension rates while hispanic students show an increase in the number of suspensions.

Discussion

This study was designed to answer three questions that some critics of research on mentorship stated were not adequately addressed. The first was the question of what are the most important elements of mentorship. The second question addressed the differences between the mentors' and the mentorees' experience of mentoring. The third question dealt with differences between subgroups within the mentored population.

One of the limitations of field based research is attaining and maintaining cooperation from both participants and intermediaries (Seidman, 1991). This led to the reduction from four compacts participating in the survey to three. A second limitation of this study was the need to have the compact coordinators select the participants for the focus groups. Random selection was not feasible do to need to pre-arrange the focus group process.

While these two issues may place the issue of randomness in question, the value of the study lies more in exploring trends and issues that traditional studies of mentorship have missed. This study also validates a useful instrument for evaluating mentorship programs on a larger scale.

School record data may be problematic. However it may well be that these problems may be systematic. Therefore examining trends may be worthwhile. One such trend was noted in terms of race. Hispanic students' GPA fell by .12, compared to a rise of .20 for

blacks and .56 for whites. In terms of absences, the hispanic students increased by 5.74, as opposed to a 3.58 increase for blacks and a 2.86 drop for whites. Finally, suspensions rose for this group by 1.41 and fell for the other groups at .12 and .24 respectively. There may be other factors that account for this change or it be that mentorship is not effective for this group. Further study is required to explore this area.

In terms of the survey instrument, there were very few items which indicated strong differences between the mentors and mentorees. It appears that the process of mentorship is experienced similarly by both groups. It is noted that there appears to be a difference in response sets. The mentors tended to rank the items higher across the board. The mentorees' responses indicated a greater range of responses. This issue requires further research as it may have an impact on future studies in determining the relative importance of elements in mentoring programs.

Two other issues arose concerning the survey responses. Males and females showed a significant difference in their response to the importance of discussing home problems. Secondly, there appears to be a tendency for the responses to change with age. Four items tend to support the idea that students are less reluctant to discuss certain issues as they grow older: encouraging the students, tutoring math, talking about discipline and solving students problems.

A final point arising from the analysis of the survey results was that of race. On two items, one-to-one talking and solving students' problems, there were significant differences. Small sample sizes may limit the interpretation of the results. This appears to be a fertile area for future study.

The focus group data indicated several trends of interest. For males and females, the most important element of mentorship was talking. They did differ in the topic or direction of their conversations. Males were more likely have a discussion of a particular topic. Females on the other hand, tended to view "just talking" as important. This may explain the difference between males and females on the survey item referring to discussing home problems. If female discussions are less directed then other issues could well be brought into the discourse.

The response to the second question: What do you spend most of your time doing with your mentor?, appears to show congruity between what they consider important and what they spend their time doing.

An interesting trend was found in the third question: Has having a mentor made you want to stay in school? Has it made it easier? The latter question showed a noticeable difference. The males strongly agreed that having a mentor made it easier to stay in school while the females were split in their responses. The differences were relatively the same for all three races. Is there something that the males are learning that makes it easier for

them to stay in school? Perhaps there is something that the females already know? One answer may be found in the common male response: "I can talk it over with someone and get angry, but not get into trouble. Then I can go to the teacher or (my) parent and talk it out." Responses of this nature were common for the males and it appears that the ability to present their story after practice without anger was significant. It is possible that issues of perceived aggression may be a common problem for many of the males who are experiencing problems in school, mentoring may have an impact in this area.

The program which we studied, the Florida Compact, implemented mentorship as part of a number of interventions designed to help at risk students to stay in school. While this made determining mentorship's effects more difficult, it represented the reality of mentorship. There are a large number of variables which impact students, both positively and negatively. This study indicated methods which may allow for a greater understanding of mentorship and how it is experienced both by mentors and mentorees. The study has also resulted in the development and testing of a survey for measuring the importance of key elelments in the mentorship process. This instrument, in whole or in part, may lead to a deeper understanding of mentorship and how it is implemented.

References

Baum, H. S. (1992). Mentoring: Narcissistic fantasies and oedipal realities. Human Relations, 45(3), 223-245.

Bolton, E. B. (1980). A conceptual analysis of the mentor relationship in the career development of women. Adult Education, 30(4), 195-207.

Bratter, E. B., Cameron, A., Radda, H. T. (1989). Mentoring: Extending the psychotherapeutic and pedagogical relationship with adolescents. Journal of Reality Therapy, 8(2), 3-12.

Fink, A. & Kosecoff, J. (1985). How to conduct surveys. Newbury Park, California: Sage Publications, Inc.

Florida Compact: Revised summary update for 1992. Report not available. Tallahassee, FL: Business and Educational Partnerships.

Florida Department of Education. (1991). The Florida Compact: Summary student outcome report for 1990-1991, p. 1-15.

Jacobi, M. (1991). Mentoring and undergraduate academic success. Review of Educational Research, 61(4), 505-532.

Kennedy, J. J. and Bush, A. J. (1985). An introduction to the design and analysis of experiments in behavioral research. New York: University Press of New York.

Kram, K. E., & Bragar, M. C. (1992). Development through mentoring: A strategic approach. In D. H. Montross & C. J. Shinkman (Ed.), Career Development: Theory and Practice. (pp. 221-252). Springfield, IL: Charles C. Thomas, Publisher.

Krueger, R. A. (1988). Focus groups: A practical guide for applied research. Newbury Park, California: Sage Publications, Inc.

Mason, J. C. (1991, October). Mentor programs: Business steps up to the classroom. Management Review, pp. 23-27.

McCortie, C. (1991, June). Mentoring young achievers. Black Enterprise, pp. 336-338.

Merriam, S. (1983). Mentors and proteges: A critical review of the literature. Adult Education Quarterly, 33(3), 161-173.

Montross, D. H., & Shinckman, C. J. (1991). Career Development: Theory and practice. Springfield, IL: Charles C. Thomas Publisher.

Morgan, D. L. (1988). Focus groups as qualitative research. Newbury Park, California. Sage Publications.

Nicola, G. R. (1990). The mentor relationship, a proper factor in the becoming of certain eminent Roman personalities. Rev. Roam. Sei Societies Serie de Psychologie, 34(2), 135-145.

O'Sullivan, C. M. (1991). The relationship between childhood mentors and resiliency in adult children of alcoholics. Family Dynamics of Addiction Quarterly, 1(4), 46-59.

Partch, K. (1990, November). Can supermarkets bring America back to school? Supermarket Business, pp. 23-28, 59-63.

Seidman, I. E. (1991). A guide for researchers in education and the social sciences. New York: Teachers College Press.

Stanley, L. (1991, April). Mentoring: What works. What doesn't. Across the Board, pp. 55-56.

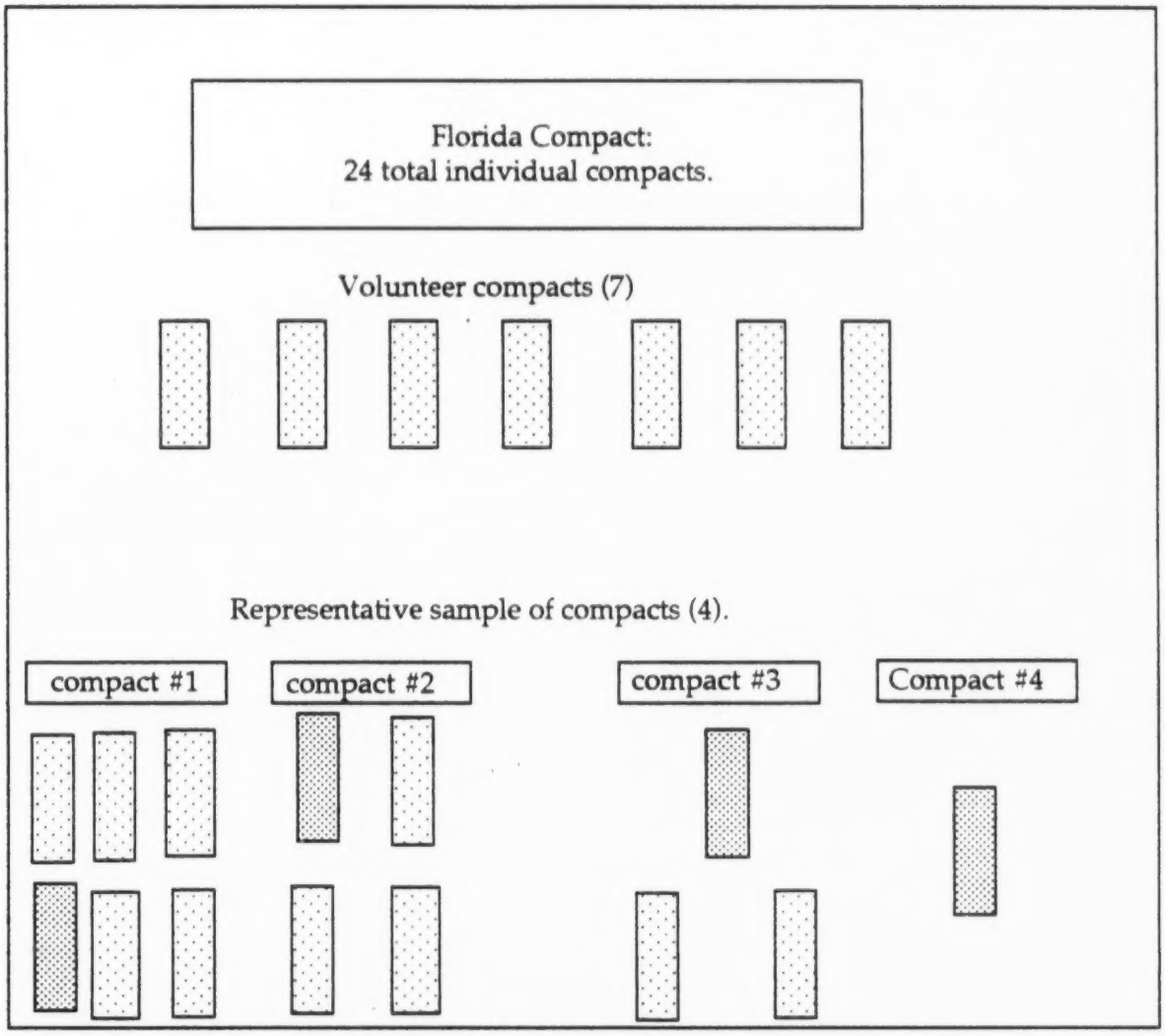
Stein, M. (1991). Joining forces: What happens when business meets education? World, 25(3), 14-23.

Welch, J. F. (1991). Mentors, tutors, friends: Employee volunteers in America's schools. Executive Speeches, 5(6), 12-14.

Whitely, W., Dougherty, T. W., & Dreher, G. F. (1991). Relationship of career mentoring and socioeconomic origin to managers' and professionals' early career progress. Academy of Management Journal, 34(2), 331-351.

wpc/MENTOR:PDISK/August 30, 1993

Figure #1. Florida Compact and sample selection.



Each of the four compacts chosen for the study have from one to 15 member schools. The heavily shaded boxes represent the schools where the focus groups were conducted, one in each compact

Table 2
Coordinators, Mentors, and Mentorees Rankings of the Importance of Mentorship Activities

Survey Item	Respondent		
	Coordinators (n=22)	Mentors (n=77)	Mentorees (n=119)
1. One to one talking	1	4	6
2. Building social skills	8	10	12
3. Discussing employment issues	14	13	9
4. Tutoring reading	16	17	17
5. Discussing home problems	10	9	11
6. Encouraging the student	1	1	3
7. Tutoring math	17	16	16
8. Discussing problem solving	7	8	13
9. Talking about student's goals	1	3	4
10. Visiting mentor's workplace	11	15	15
11. Counseling	12	9	10
12. Talking about values	9	6	5
13. Understanding the student	1	4	2
14. Listening to the students	1	1	1
15. Talking about discipline	13	14	14
16. Solving student's problems	15	12	8
17. Role modeling	1	6	7

Table 3
Gender Differences in Ratings of Mentorship Activities

Variable	% Responding Most Important	% Responding Least Important
Discussing home problems		
Males (n=57)	38.60	36.84
Females (n=58	58.62	17.24

Table 4
Chi-Square Results of
Gender Differences in Ratings of Mentorship Activities

Variable	df	Chi-square	p
Discussing home problems	2	6.466	$p<.05$

Table 5
Grade Level Differences in Ratings of Mentorship Activities

Variable	% Responding Most Important	% Responding Least Important
Encouraging the student		
9th grade (n=40)	60.00	20.00
10th grade (n=27)	70.37	3.70
11th grade (n=29)	89.66	3.45
12th grade (n=18)	88.89	0.00
Tutoring math		
9th grade (n=39)	25.64	61.54
10th grade (n=27)	14.81	77.78
11th grade (n=29)	17.24	51.72
12th grade (n=17)	25.64	11.76
Talking about discipline		
9th grade (n=40)	22.50	52.50
10th grade (n=27)	37.04	25.93
11th grade (n=29)	51.72	6.90
12th grade (n=18)	50.00	27.78
Solving student's problems		
9th grade (n=39)	43.59	23.08
10th grade (n=26	34.62	23.08
11th grade (n=29)	82.76	6.90
12th grade (n=18)	72.22	5.56

Table 6
Chi-square Results of Grade Differences in Ratings of Mentorship Activities (Grades 9, 10, 11, and 12)

Variable	df	Chi-square	p
Encouraging the student	6	15.288	p<.05
Tutoring math	6	14.754	p<.05
Talking about discipline	6	18.666	p<.01
Solving student's problems	6	18.259	p<.01

Table 7
Gender/Race Differences in Ratings of Mentorship Activities
(Males)

Variable	% Responding Most Important	% Responding Least Important
One-to-one talking		
White males (n=38)	71.05	7.89
Black males (n=9)	33.33	22.22
Other males (n=9)	11.11	44.44
Encouraging the student		
White males (n=37)	75.68	2.70
Black males (n=8)	50.00	50.00
Other males (n=9)	77.78	0.00
Solving student's problems		
White males (n=35)	68.57	11.43
Black males (n=8)	87.50	12.50
Other males (n=9)	11.11	33.33

Table 8
Chi-square Results of Gender/Race Differences in Ratings of Mentorship Activities
(Males)

Variable	df	Chi-square	p
One-to-one talking	4	14.303	p<.01
Encouraging the student	4	19.279	p<.001
Solving student's problems	4	13.264	p<.01

Table 9
Means and Standard Deviations for Change in GPA

Subgroup	N	M	SD
Gender			
Males	363	0.42	0.96
Females	399	0.29	0.92
Race			
Black	319	0.20	0.83
Hispanic	66	-0.12	0.65
White	377	0.56	1.01
Age			
Age 15	73	-0.00*	0.87
Age 16	208	0.19	0.78
Age 17	253	0.38	0.93
Age 18	228	0.63	1.02
Gender x Race			
Female x Black	162	0.29	0.84
Female x Hispanic	33	-0.01	0.73
Female x White	168	0.64	1.05
Male x Black	157	0.11	0.82
Male x Hispanic	33	-0.26	0.56
Male x White	209	0.51	0.97
Gender x Age			
Female x Age 15	42	0.08	0.93
Female x Age 16	101	0.29	0.82
Female x Age 17	117	0.40	0.86
Female x Age 18	103	0.72	1.11
Male x Age 15	31	-0.11	0.78
Male x Age 16	107	0.10	0.74
Male x Age 17	136	0.28	0.99
Male x Age 18	125	0.56	0.94
Race x Age			
Black x age 15	33	0.07	0.85
Black x age 16	90	0.03	0.74
Black x age 17	105	0.13	0.74
Black x age 18	91	0.50	0.94
Hispanic x age 15	9	0.21	0.74
Hispanic x age 16	24	0.02	0.57
Hispanic x age 17	17	-0.31	0.58
Hispanic x age 18	16	-0.30	0.72
White x age 15	31	-0.14	0.92
White x age 16	94	0.37	0.84
White x age 17	131	0.59	1.02
White x age 18	121	0.86	1.03

* actual mean = -.002

Table 9
Means and Standard Deviations for Change in GPA
(Continued)

Subgroup	N	M	SD
Gender x Race x Age			
Female x Black x Age 15	21	0.31	0.88
Female x Black x Age 16	42	0.06	0.77
Female x Black x Age 17	57	0.21	0.68
Female x Black x Age 18	42	0.62	1.00
Female x Hispanic x Age 15	6	0.40	0.77
Female x Hispanic x Age 16	15	0.09	0.65
Female x Hispanic x Age 17	8	-0.37	0.70
Female x Hispanic x Age 18	4	-0.23	0.87
Female x White x Age 15	15	-0.58	0.94
Female x White x Age 16	44	0.58	0.85
Female x White x Age 17	52	0.73	0.94
Female x White x Age 18	57	0.86	1.17
Male x Black x Age 15	12	-0.35	0.64
Male x Black x Age 16	48	0.01	0.71
Male x Black x Age 17	48	0.04	0.81
Male x Black x Age 18	49	0.40	0.86
Male x Hispanic x Age 15	3	-0.15	0.65
Male x Hispanic x Age 16	9	-0.09	0.42
Male x Hispanic x Age 17	9	-0.26	0.50
Male x Hispanic x Age 18	12	-0.32	0.71
Male x White x Age 15	16	0.07	0.88
Male x White x Age 16	50	0.22	0.80
Male x White x Age 17	79	0.50	1.07
Male x White x Age 18	64	0.85	0.89

Table 10
Means and Standard Deviations for Change in Number of Absences

Subgroup	N	M	SD
Gender			
Males	385	1.97	19.76
Females	412	-0.76	15.63
Race			
Black	334	3.58	16.57
Hispanic	66	5.74	12.11
White	397	-2.86	18.90
Age			
Age 15	94	4.65	17.10
Age 16	219	0.35	14.04
Age 17	257	-0.85	18.75
Age 18	227	0.65	19.91
Gender x Race			
Female Black	173	5.88	17.98
Female Hispanic	36	7.47	13.20
Female White	176	-3.00	21.41
Male Black	161	1.12	14.57
Male Hispanic	30	3.67	10.49
Male White	221	-2.74	16.68
Gender x Age			
Female x age 15	56	6.50	16.88
Female x age 16	106	0.58	16.22
Female x age 17	119	1.55	19.41
Female x age 18	104	1.42	24.29
Male x age 15	38	1.92	17.26
Male x age 16	113	0.13	11.70
Male x age 17	138	-2.92	17.98
Male x age 18	123	-0.01	15.33
Race x Age			
Black x age 15	49	7.61	19.08
Black x age 16	91	2.84	12.99
Black x age 17	104	1.76	13.80
Black x age 18	90	4.26	20.64
Hispanic x age 15	10	5.30	9.64
Hispanic x age 16	24	4.08	10.69
Hispanic x age 17	17	7.94	15.09
Hispanic x age 18	15	6.20	12.97
White x age 15	35	0.31	15.21
White x age 16	104	-2.69	15.04
White x age 17	136	-3.94	21.68
White x age 18	122	-2.70	19.56

Table 10
Means and Standard Deviations for Change in Number of Absences
(Continued)

Subgroup	N	M	SD
Gender x Race x Age			
Female x Black x Age 15	15	7.74	19.39
Female x Black x Age 16	42	3.88	13.39
Female x Black x Age 17	58	3.10	12.93
Female x Black x Age 18	42	10.33	25.01
Female x Hispanic x Age 15	7	5.00	6.22
Female x Hispanic x Age 16	15	7.73	11.41
Female x Hispanic x Age 17	10	8.00	16.62
Female x Hispanic x Age 18	4	9.50	22.35
Female x White x Age 15	18	4.94	15.45
Female x White x Age 16	49	-4.45	18.14
Female x White x Age 17	51	-1.47	25.08
Female x White x Age 18	58	-5.59	21.83
Male x Black x Age 15	18	7.39	19.08
Male x Black x Age 16	49	1.94	12.53
Male x Black x Age 17	46	0.07	14.80
Male x Black x Age 18	48	-1.06	14.10
Male x Hispanic x Age 15	3	6.00	16.09
Male x Hispanic x Age 16	9	-2.00	5.83
Male x Hispanic x Age 17	7	7.86	13.87
Male x Hispanic x Age 18	11	5.00	8.92
Male x White x Age 15	17	-4.59	13.72
Male x White x Age 16	55	-1.13	11.57
Male x White x Age 17	85	-5.42	19.36
Male x White x Age 18	64	-0.08	17.00

Table 11
Means and Standard Deviations for Change in Number of Suspensions

Subgroup	N	M	SD
Gender			
Males	323	0.19	4.39
Females	309	-0.23	3.02
Race			
Black	302	-0.12	4.06
Hispanic	63	1.41	4.73
White	267	-0.24	3.10
Age			
Age 15	65	0.18	4.22
Age 16	155	-0.14	4.10
Age 17	216	0.21	3.84
Age 18	196	-0.24	3.29
Gender x Race			
Female Black	158	-0.33	3.33
Female Hispanic	35	0.77	3.43
Female White	116	-0.40	2.33
Male Black	144	0.10	4.73
Male Hispanic	28	2.21	5.95
Male White	151	-0.11	3.59
Gender x Age			
Female x age 15	39	0.38	3.14
Female x age 16	74	-0.32	3.69
Female x age 17	107	-0.07	2.30
Female x age 18	89	-0.62	3.10
Male x age 15	26	-0.12	5.52
Male x age 16	81	0.04	4.46
Male x age 17	109	0.48	4.91
Male x age 18	107	0.07	3.43
Race x Age			
Black x age 15	38	0.55	4.15
Black x age 16	76	-0.53	4.48
Black x age 17	98	0.19	3.84
Black x age 18	90	-0.41	3.87
Hispanic x age 15	11	0.55	5.48
Hispanic x age 16	23	0.30	5.54
Hispanic x age 17	16	3.13	3.96
Hispanic x age 18	13	2.00	5.10
White x age 15	16	-0.94	3.42
White x age 16	56	0.21	3.33
White x age 17	102	-0.23	3.67
White x age 18	93	-0.40	2.09

Table 11
Means and Standard Deviations for Change in Number of Suspensions
(Continued)

Subgroup	N	M	SD
Gender x Race x Age			
Female x Black x Age 15	23	0.87	3.40
Female x Black x Age 16	37	-0.95	4.19
Female x Black x Age 17	56	-0.08	2.34
Female x Black x Age 18	42	-0.86	3.45
Female x Hispanic x Age 15	7	0.57	3.36
Female x Hispanic x Age 16	15	0.40	3.74
Female x Hispanic x Age 17	9	1.89	2.32
Female x Hispanic x Age 18	4	0.00	5.10
Female x White x Age 15	9	-1.00	1.94
Female x White x Age 16	22	0.23	2.54
Female x White x Age 17	42	-0.58	2.06
Female x White x Age 18	43	-0.44	2.55
Male x Black x Age 15	15	0.07	5.19
Male x Black x Age 16	39	-0.13	4.76
Male x Black x Age 17	42	0.47	5.24
Male x Black x Age 18	48	-0.02	4.19
Male x Hispanic x Age 15	4	0.50	8.81
Male x Hispanic x Age 16	8	0.13	6.06
Male x Hispanic x Age 17	7	4.71	5.19
Male x Hispanic x Age 18	9	2.89	5.13
Male x White x Age 15	7	-0.86	4.91
Male x White x Age 16	34	0.21	3.78
Male x White x Age 17	60	0.00	4.46
Male x White x Age 18	50	-0.36	1.61

Table 12
ANOVA Comparison of Change in GPA
(n=762)

Source	df	SS	MS	F
Gender	1	2.26	2.26	2.90
Race	2	17.51	8.75	11.24*
Gender x Race	2	1.77	0.88	1.14
Age	3	5.14	1.71	2.20
Age X Gender	3	0.33	1.11	0.14
Race x Age	6	12.54	2.09	2.68**
Gender x Race x Age	6	6.85	1.14	1.47
Error (within)	738	574.74	0.78	
Total	761	668.91		

*p<.001. **p<.05.

Table 13
ANOVA Comparison of Change in Number of Absences
(n=797)

Source	df	SS	MS	F
Gender	1	723.30	723.26	2.39
Race	2	7189.88	3594.94	11.87*
Gender x Race	2	342.02	171.01	0.56
Age	3	521.64	173.88	0.57
Gender X Age	3	14.77	4.92	0.02
Race x Age	6	634.23	105.71	0.35
Gender x Race x Age	6	3891.03	648.51	2.14**
Error (within)	773	234157.99	302.92	
Total	796	251850.88		

*p<.001. **p<.05.

Table 14
ANOVA Comparison of Change in Number of Suspensions
(n=622)

Source	df	SS	MS	F
Gender	1	29.93	29.93	2.10
Race	2	122.38	61.19	4.30*
Gender x Race	2	13.84	6.92	0.49
Age	3	79.86	26.62	1.87
Gender X Age	3	34.16	11.39	0.80
Race x Age	6	126.09	5.93	1.48
Gender x Race x Age	6	35.56	5.93	0.42
Error (within)	608	8648.58	14.22	
Total	631	9052.81		

*$p<.05$

Table #15: What are the most important things you do with your mentor?

population	talking	specific discuss	homework	visit work	eating	encour/motiv	additional comments
males (n=39)	8 (49)*	17 (49)	3 (49)	0 (49)	6 (49)	5 (49)	10 (49)
females (n=31)	22 (45)	11 (45)	2 (45)	0 (45)	0 (45)	(45)	10 (45)
white males (n=20)	6 (29)	11 (29)	0 (29)	0(29)	5 (29)	3(29)	4 (29)
Black males (n=12)	0 (11)	3 (11)	3 (11)	0(11)	0 (11)	2 (11)	(11)
Hispanic males (n=7)	2 (9)	3 (9)	0 (9)	0 (9)	1 (9)	0 (9)	3 (9)
white females (n=19)	16 (25)	4 (25)	1 (25)	0 (25)	0 (25)	0 925)	4 (25)
black females (n=11)	5 (18)	7 (18)	1 (18)	0 (18)	0 (18)	(18)	(18)
hispanic females (n=1	1 (2)	0 (2)	0 (2)	0 (2)	0 (2)	0 (2)	1 (2)
total responses	30 (93)	28 (93)	5 (93)	0 (93)	6 (93)	5 (93)	20 (93)

Table #16: What do you spend most of your time doing with your mentor?

population	talking	specific discuss	homework	visit work	eating	encour/motiv	additional comments
males (n=39)	12 (29)	4 (29)	0 (29)	0 (29)	8 (29)	0 (29)	5 (29)
females (n=31)	23 (69)	15 (69)	7 (69)	4 (69)	9 (69)	0 (69)	11 (69)
white males (n-20)	5 (12)	0 (12)	0 (12)	0 (12)	3 (12)	0 (12)	4 (12)
Black males (n=12)	5 (12)	2 (12)	0 (12)	0 (12)	5 (12)	0 (12)	0 (12)
Hispanic males (n=7)	2 (5)	2 (5)	0 (5)	0 (5)	0 (5)	0 (5)	1 (5)
white females (n=19)	15 (44)	7 (44)	2 (44)	4 (44)	7 (44)	0 (44)	9 (44)
black females (n=11)	8 (22)	6 (22)	4 (22)	0 (22)	2 (22)	0 (22)	2 (22)
hispanic females (n=1)	1 (3)	0 (3)	1 (3)	(3)	1 (3)	0 (3)	0 (3)
total responses	35 (98)	19 (98)	7 (98)	4 (98)	17 (98)	0 (98)	16 (98)

Table #17. Has having a mentor made you want to stay in school?
Has having a mentor made it easier for you to stay in school?

population	yes	no	not really	yes	no	not really	additional comments
males (n=39)	6 (48)	8 (48)	3 (48)	27 (48)	0 (48)	0 (48)	4 (48)
females (n=31)	6 (39)	0 (39)	6 (39)	9 (39)	0 (39)	9 (39)	9 (39)
white males (n=20)	2 (26)	5 (26)	2 (26)	15 (26)	0 (26)	0 (26)	2 (26)
Black males (n=12)	3 (16)	2 (26)	1 (26)	9 (26)	0 (26)	0 (26)	1 (26)
Hispanic males (n=7)	1 (6)	1 (6)	0 (6)	3 (6)	0 (6)	0 (6)	1 (6)
white females (n=19)	4 (26)	0 (26)	4 (26)	5 (26)	0 (26)	5 (26)	8 (26)
black females (n=11)	1 (11)	0 (11)	2 (11)	3 (11)	0 (11)	4 (11)	1 (11)
hispanic females (n=1)	1 (2)	0 (2)	0 (2)	1 (2)	0 (2)	0 (2)	0 (2)
total responses	12 (87)	8 (87)	9 (87)	36 (87)	0 (87)	9 (87)	13 (87)

Appendix

Appendix: Table of Contents

A. Survey instruments.

B. Survey instructions.

c. Focus group questions.

Please indicate the following in terms of importance and frequency.

How Important
1 - most important
2 - very important
3 - somewhat important
4 - not very important
5 - not important

How often
1. every week
2. every two weeks
3. once a month
4. rarely
5. not at all

How important		How often
1 2 3 4 5	one to one talking	1 2 3 4 5
1 2 3 4 5	building social skills	1 2 3 4 5
1 2 3 4 5	discussing employment issues	1 2 3 4 5
1 2 3 4 5	extended field trips (5 +days)	1 2 3 4 5
1 2 3 4 5	tutoring reading	1 2 3 4 5
1 2 3 4 5	attending conferences (3 days)	1 2 3 4 5
1 2 3 4 5	discussing home problems	1 2 3 4 5
1 2 3 4 5	encouraging the mentoree	1 2 3 4 5
1 2 3 4 5	tutoring math	1 2 3 4 5
1 2 3 4 5	discussing problem solving	1 2 3 4 5
1 2 3 4 5	talking about mentoree's goals	1 2 3 4 5
1 2 3 4 5	visiting mentor's workplace	1 2 3 4 5
1 2 3 4 5	counseling	1 2 3 4 5
1 2 3 4 5	clarifying values	1 2 3 4 5
1 2 3 4 5	psychological assessment	1 2 3 4 5
1 2 3 4 5	understanding the mentoree	1 2 3 4 5
1 2 3 4 5	listening to the mentoree	1 2 3 4 5
1 2 3 4 5	talking about discipline problems	1 2 3 4 5
1 2 3 4 5	solving mentoree problems	1 2 3 4 5
1 2 3 4 5	role modeling	1 2 3 4 5

Additional items

1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5

Comments: Please feel free to write here or on the back of this page. We appreciate all of your suggestions and would be glad to answer any questions you may have.

Appendix A.

Florida Compact mentorship survey. March, 1993.
Program Co-ordinators.

The purpose of this survey is to identify the elements of mentorship which you as a co-ordinator feel are important to the mentorship process.

Please rate the items in terms of how important they are to mentoring and how often they should occur in the mentoring relationships in your compact. Please feel free to cross out any items which are not significant or you feel are not a part of the mentoring process and add any items which you feel are significant on the lines provided.

Feel free to make any comments or suggestions. Thanks for your continuing help with this study.

Timothy J. Schreck, NCC

Name: _____.

Compact: _____.

Phone Number: _____.

Florida Compact mentorship survey. Spring, 1993. **Student**
Age (at last birthday):

Circle one for each of the following:

Grade: 9 10 11 12 Sex: (1) male (2) female

Race: (1) Caucasion (2) African American (3) Hispanic

(4) Asian (5) American Indian (6) Other

How often do you usually meet with your mentor:
(1) once a week (2) every two weeks (3) once a month (4) rarely

Please rate the following mentoring activities indicating how important each one is to you in terms of achieving your goals. Five (5) is the highest and one (1) is the lowest. Circle one number for each item. Then circle more if you would like to do more of an activity or less, if you would like to do less of that item. If you have any comments please put them on the back of this paper.

mentoring activity	*least important*				*most important*	**I would like to do this:**
(1) one to one talking	1	2	3	4	5	more / less
(2) building social skills	1	2	3	4	5	more / less
(3) discussing employment issues	1	2	3	4	5	more / less
(4) tutoring reading	1	2	3	4	5	more / less
(5) discussing home problems	1	2	3	4	5	more / less
(6) encouraging the student	1	2	3	4	5	more / less
(7) tutoring math	1	2	3	4	5	more / less
(8) discussing problem solving	1	2	3	4	5	more / less
(9) talking about student's goals	1	2	3	4	5	more / less
(10) visiting mentor's workplace	1	2	3	4	5	more / less
(11) counseling	1	2	3	4	5	more / less
(12) talking about values	1	2	3	4	5	more / less
(13) understanding the student	1	2	3	4	5	more / less
(14) listening to the student	1	2	3	4	5	more / less
(15) talking about discipline	1	2	3	4	5	more / less
(16) solving student's problems	1	2	3	4	5	more / less
(17) role modeling	1	2	3	4	5	more / less

The Three most important activities to me are Numbers: ___, ___ and ___.

Additional items. Please write in any activities that we might have missed and how important they are to you.

Mentoring Activity	Importance	I would like to do this:
_____	1 2 3 4 5	more / less
_____	1 2 3 4 5	more / less
_____	1 2 3 4 5	more / less
_____	1 2 3 4 5	more / less

Comments: Please feel free to write here or on the back of this page. We appreciate all of your suggestions and will read each of them. Your help will assist students like yourself who are looking for mentors in the future. Your ideas are very important to us.

If you have any questions about this study or USF, please write us at this address:

Timothy J. Schreck, NCC
FAO 173
University of South Florida
Tampa, FL 33620
(813) 974-3515

Florida Compact mentorship survey. Spring, 1993. **Mentor**
Age (at last birthday):

Circle one for each of the following:

Business:_____ Sex: (1) male (2) female

Race: (1) Caucasion (2)African American (3) Hispanic

(4) Asian (5) American Indian (6) Other

How often do you usually meet with your mentor:
(1) once a week (2) every two weeks (3) once a month (4) rarely

Please rate the following mentoring activities indicating how important each one is to you in terms of achieving your goals. Five (5) is the highest and one (1) is the lowest. Circle one number for each item. Then circle more if you would like to do more of an activity or less, if you would like to do less of that item. If you have any comments please put them on the back of this paper.

mentoring activity	least important				most important	**I would like to do this:**
(1) one to one talking	1	2	3	4	5	more / less
(2) building social skills	1	2	3	4	5	more / less
(3) discussing employment issues	1	2	3	4	5	more / less
(4) tutoring reading	1	2	3	4	5	more / less
(5) discussing home problems	1	2	3	4	5	more / less
(6) encouraging the student	1	2	3	4	5	more / less
(7) tutoring math	1	2	3	4	5	more / less
(8) discussing problem solving	1	2	3	4	5	more / less
(9) talking about student's goals	1	2	3	4	5	more / less
(10) visiting mentor's workplace	1	2	3	4	5	more / less
(11) counseling	1	2	3	4	5	more / less
(12) talking about values	1	2	3	4	5	more / less
(13) understanding the student	1	2	3	4	5	more / less
(14) listening to the student	1	2	3	4	5	more / less
(15) talking about discipline	1	2	3	4	5	more / less
(16) solving student's problems	1	2	3	4	5	more / less
(17) role modeling	1	2	3	4	5	more / less

The three most important activities to me are numbers: ___, ___ and ___.

Additional items. Please write in any activities that we might have missed and how important they are to you.

Mentoring Activity	Importance	I would like to do this:
_____	1 2 3 4 5	.....more / less
_____	1 2 3 4 5	.....more / less
_____	1 2 3 4 5	.....more / less
_____	1 2 3 4 5	.....more / less

Comments: Please feel free to write here or on the back of this page. We appreciate all of your suggestions and will read each of them. Your help will assist students like yourself who are looking for mentors in the future. Your ideas are very important to us.

If you have any questions about this study or USF, please write us at this address:

Timothy J. Schreck, NCC
FAO 173
University of South Florida
Tampa, FL 33620
(813) 974-3515

Compact Co-ordinator,

First of all thank you for agreeing to help us with our study. I know how busy you are and very much appreciate your help.

Enclosed are the survey forms for the students and the mentors. They are marked **student** or **mentor** on the top right hand corner. I understand that you will send them to as many as you can. If you need more feel free to copy these or I will send along another batch.

Here are the instructions for the survey:

Please,

1. Instruct the students and the mentors that the survey is confidential. They are not to put their names on it. No one will see their responses except for me, and then they will be destroyed.

2. Tell them that the instructions are pretty simple and have them take their time filling it out. If they are unsure about an answer, just do the best they can.

3. Let them know that there is room on the back if they want to make suggestions. And we will read all of their suggestions- their responses are very important to us.

4. Please let them know that each person who sends in their survey form will be entered in a drawing. If their mentor returns theirs, they will have two chances to win. One student from each district will receive a $25 savings bond. But they must have the form back to us by May 31, 1993 to be eligible for the drawing. **(If you will send along a list of names of the students who return their survey forms, that will allow us to maintain their confidentiality.)**

5.Tell the mentors to fill out the forms as to what they believe to be important, from their own perspective. Their forms may take a while longer to return,(that makes sense). Please send them along as they come in.

6. Enclosed are four envelopes for collecting the forms as they are returned. Please send along bunches as they are returned.

That should do it. If you have any questions, please give me a call at (813) 974-3515. Thanks again,

Timothy J. Schreck, NCC
Counselor Education Program
FAO 173

Printed on 100% recycled paper

Focus Group Questions.

Group #1. Need to know.

1. What are the most important things you do with your mentor?
2. What do you spend most of your time doing with your mentor?
3. Has having a mentor made you want to stay in school and graduate? Has it made it easier for you to stay in school?

Group #2. Would like to know.

1. What are the most important things you see about yourself since you started working with your mentor?
2. What do you like best about having a mentor?
3. What would you like to be doing more of with your mentor?
4. How do you see your mentor? (as a friend teacher, etc.).

Group #3. If we have time.

1. Is is easier for you to get along with adults since you have had a mentor?
2. What do you disagree with your mentor about?
3. What does your mentor get out of working with you?